DOCUMENT RESUME

ED 415 888 IR 056 859

AUTHOR	Scott, Kenneth J.
TITLE	Goodall Memorial Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION	Sanford Library Association, ME.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1992-00-00
NOTE	35p.
CONTRACT	R167A10069
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Expenditures; Functional Literacy; Individualized Instruction; Library Role; *Library Services; *Literacy Education; Public Libraries; Resource Materials; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS	Tutor Training; Volunteer Recruitment

ABSTRACT

This final performance report for the Sanford Library Association's Project Literacy U.S. (PLUS) begins with quantitative data. Background information on the community is then provided. Actual accomplishments are compared to project objectives for 1991-92 in the following areas: (1) continuation of individualized literacy instruction or promotion to further education of illiterate and functionally illiterate adults; (2) recruitment and instruction in individualized basic literacy skills programs of illiterate and functionally illiterate adults from both the general population and the expanded target population of elderly, homeless, or handicapped adults, adult members of racial/ethnic/gender minorities, and adults from surrounding communities with limited library resources; (3) retention and training of current volunteer tutors; (4) recruitment and training of new volunteer tutors; (5) provision of a minimum of one hour of instruction per week to each participant; (6) raised reading level of 90% of the participants completing their Individualized Educational Plan (IEP); (7) purchase and circulation of high-interest/low-level and other resource materials; and (8) increased hours for the project coordinator and clerk/typist. Proposed and actual expenditures are compared. A narrative section describes activities undertaken, the library's role, organizations involved, facilities used, and project impact of the project. Attachments include a tutor/student record form and sample newsletter. (MES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 415 888

Goodall Memorial Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

IR056859

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR

FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement

Library Programs

Washington, D.C. 20208-5571

ED G50-34-P

FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

PART I: General Information

1. Sanford Library Association/Goodall Memorial Library
   238 Main St.
   Sanford, Maine 04073

2. Kenneth J. Scott
   Head Librarian, Goodall Memorial Library
   Director, Goodall Library Literacy Project
   (207) 324-4714

3. Grant Number: RI67A10069

4. Project Period: 10/1/91-9/30/92

   Authorized LSCA, Title VI Funding: $34,999

   Actual Expended: $34,076

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
_X_ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
_X_ Coalition Building
_X_ Public Awareness
_X_ Training
_X_ Rural Oriented
_X_ Basic Literacy
___ Other (describe) Elder Collaborative
Library Outreach
Community Group Home

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)
Volunteer Development
Materials Development

3. Did you target a particular population? (Check as many as applicable)

_X_ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
_X_ Mentally Disabled
_X_ Workforce/Workplace
_X_ Inmates of Correctional Institutions
___ Other (describe) _____

_X_ Homebound
_X_ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe)
Combination LVA/KET The Kentucky Network/Laubach
The Maine Tutor Training Model

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring X small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.) Literacy Adult Survey (LAS), Adult Placement Inventory (API), Testing Adult Basic Education M-4 (TABE for math.) The number of students on each level were shown to be: LAS; primer level=3, 1st level=1, 2nd level=1, 3rd level=11; API; 3rd level=2, 4th level=0, 5th level=5, 6th level=12, 7th level=8, 9th & 10th levels (GED)=4; LAS math: addition=6, subtraction=2, multiplication=3, division=2, and 3 students were unable to complete any of the math problems.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.) Progress was determined by periodic self-reporting by student and tutors. Tutors submitted periodic written evaluations on their students which indicated if IEP's were met, showed records of attendance, and demonstrated progress made toward student-set goals during the evaluation period. Records indicate 16 students reached their IEP's, 9 were referred to Adult Education or Continuing Education classes, and 2 received their GED.
Exhibit A1 and A2.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
X newsletter(s) (See Exhibit B1)
X other (describe)
Voting In Maine Curriculum. (Exhibit B2)

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 156+
Of those served, how many received direct tutoring service? 146
How many hours of direct tutoring service did they receive? 1 hr./wk.
How many new volunteer tutors were trained? 40
How many current volunteer tutors received additional training? 20
How many volunteer tutors (total) were involved? 103
How many non-tutor volunteers were recruited? 20
How many service hours were provided by non-tutors? 120
How many librarians were oriented to literacy methods, materials, and students? 32
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

BEST COPY AVAILABLE

NARRATIVE

INTRODUCTION

This section includes background information that is relevant to this performance report.

The Town of Sanford. Sanford is a traditional industrial community that also serves as a business, shopping, cultural, and health service center for smaller surrounding communities. It is the ninth largest community in Maine with a population of 20,463, according to the 1990 U. S. Census and the second largest community in York County.

Literacy in Sanford. According to the 1990 U. S. Census, there are 193,205 adults (18 years and over) in Maine who do not have a high school diploma (21%). In York County, 20% have not completed high school. In Sanford, 3,970 adults (27.24%) are not high school graduates. Some 1,700 adults in Sanford have less than nine years of formal education. The low educational level in this community is directly related to its history as a textile and shoe manufacturing center. These industries contained many semi-skilled and unskilled jobs where formal education was not needed. These jobs attracted a substantial French-speaking population from Quebec beginning in the last half of the nineteenth century and continuing in the first half of the twentieth century, over 400 Southeast Asian refugees since 1980, and other populations from several Asian, Central American, and South American countries. These same job requirements have also encouraged a large proportion of young people to leave school at an early age. Most of the textile and shoe industries are gone now, and the unskilled jobs went with them. The new industries---electronics, chemicals, aircraft--and the growing service economy require employees of higher literacy and greater sophistication, workers who can continue to learn and perform functions of increased complexity. Too many Sanford adults are ill-prepared to participate in this new economy. Since the summer of 1990, unemployment in the Sanford area has exceeded the state and national figures.

Project Literacy U.S. (PLUS). There is a strong commitment to dealing with under-education and illiteracy in Sanford. In 1991-92, over 700 adults functioning at an eighth grade level or lower attended public school adult education classes in Sanford. Yet, many illiterate or functionally illiterate adults are reluctant to attend classes because of embarrassment, fear of failure, and negative attitudes toward schools.

A PLUS Task Force was instituted in the community in 1986 to promote literacy and to reach those adults who are not served by the public schools. The PLUS Task Force contains a broad representation from the local business, industrial, human service, communications, and educational communities, including the Louis B. Goodall Memorial Library.

PLUS was remarkably effective in impacting illiteracy in Sanford. Between July, 1986 and September, 1989, 68 volunteer tutors had been trained and assigned to 64 illiterate or marginally literate adults. National, state, and local PLUS efforts have raised awareness of the illiteracy problem and the opportunities available for help.

With its limited resources, though, there were some important needs that the all-volunteer Force could not adequately meet. These included proper training facilities, instructional equipment and resources for tutors, effective learning materials and equipment for students, and additional space for instruction. In addition, there was an acute need for professional and clerical personnel to provide the time, attention, and quality control that were needed. PLUS also needed its own office space and telephone. Funds from the U.S. Department of Education's Library Literacy Program and in-kind contribution provided these necessities.

Public Libraries in Sanford. The Louis B. Goodall Memorial Library is administered by the Sanford Library Association, a private tax exempt nonprofit organization. A well-supported and stable institution, it has been serving the general public of Sanford and surrounding towns continuously since December 31, 1898. Excluding government documents, Goodall Library

possesses 76,022 volumes.

The Head Librarian of Goodall Memorial Library has been a member of Sanford's Adult Education Advisory Committee for ten years, and with Goodall's Assistant Librarian has been a member of Sanford's PLUS Task Force. With the help of PLUS and the local Lions Club, a small high interest/low level book collection was established for adult new readers.

A second public library in Sanford, the Springvale Public Library, cooperates in many areas with the Goodall Memorial Library. It is administered, however, by a separate Board of Trustees and has its own Head Librarian.

A 1989/1990 Library Literacy grant from U. S. Department of Education enabled the Goodall Library to consolidate, expand, and improve literacy efforts in the Sanford area.

PART III: NARRATIVE

I. COMPARISON OF ACTUAL ACCOMPLISHMENTS TO THE GOALS AND OBJECTIVES SET FORTH IN THE APPROVED APPLICATION.

The evaluation plan for the Goodall Library Literacy Project was set forth in the 1991-92 Grant application. The evaluation was accomplished by reviewing these objective-focused questions, and the following comparison of accomplishments to the projected goals and objectives were defined.

(1) Was individualized literacy instruction continued or was promotion to further education achieved by a minimum of 75 illiterate and functionally illiterate adults?

Project records show that 71 adult students were enrolled at the end of the 1991-92 Grant year. There were 9 students who were referred to area Adult Education or Workforce Learning Programs.

(2) Were a minimum of 75 new illiterate and functionally illiterate adults recruited, screened, enrolled, assigned, and instructed in an individualized basic literacy skills program? Were 40 of them from the general population and the other 35 from the expanded targeted population including elderly adults, homeless adults, handicapped adults, adult members of racial/ethnic/gender minorities, and adults from surrounding communities with limited library resources?

Yes. There were 75 pairings of students and tutors during the 1991-92 grant year. There were 48 pairings with new students to the program; 27 new pairings were with students who had been previously enrolled in the Project and who re-enrolled. The Project Coordinator individually interviewed, enrolled, paired with a tutor and designated an appropriate Individualized Educational Plan for each paired student and provided instructional materials. The following statistics provide detail on meeting the enrollment objectives:

TOTAL STUDENTS 91/92: 75

Men	27	Employed	20
Women	47	Unemployed	33
Ages: 16-24	5	Retired	18
25-44	40	Minority	38
45-59	9	Handicapped	10
60+	19	Injured Workers	4
Unknown	2		

Eight students were from communities served by libraries with limited budgets. Project records show that the targeted population was reached.

(3) Were the services of a minimum of 75 current volunteer tutors retained, and was their effectiveness enhanced by a minimum of 12 hours of staff development training?

Yes. A total of 77 tutors were retained throughout the grant year. Staff development training was provided through the offering of 3 state conferences, 1 local conference and 5 in-

house workshops in which a total of 103 tutors participated (some attended more than one workshop/conference).

(4) Were a minimum of 50 new volunteer tutors recruited, trained, assigned, and supervised in order that one-on-one literacy instruction could be provided?

This grant year there were 40 new tutors trained through the Goodall Library Literacy Project. All prospective tutors were required to attend a 17 1/2 hr. training program led by two certified, experienced tutor trainers. Outreach for volunteer tutors was actually very successful. Media campaigns for volunteers, the reputation of the Library Project in the community, the support of the local PLUS Task Force, and the provision through the federal grant of no-cost training to volunteers all contributed to the Project's ability to respond to the needs of the students. Recruitment was successful as indicated by more than 50 registrations for Tutor Training. Some prospective tutors dropped out because of time conflicts or personal problems. Most of these registrants intend to return at a later date. Another factor influencing the total number of new tutors attained is the cancellation of the fourth (and last) Tutor Training session of the 1991-92 grant year. This cancellation was due to scheduling problems with the tutor trainers. In spite of these problems, the tutors already in the program met the need of the students very easily. In many cases, the more experienced tutors instructed more than one student; they doubled their volunteer hours.

(5) Was a minimum of one hour of instruction per week provided to each enrolled adult?

Yes. Each enrolled adult met with their tutor one hour per week (excluding holidays, vacations, illness) at a mutually agreeable time and location. Records were kept by tutors and reported twice during the year in writing to the Project Coordinator via the Tutor/Student Review form. The economy (unemployment and under-employment) has seriously affected the adult students in our program and every effort was made to adjust our program to

seasonal or erratic work schedules. Child care and transportation problems caused periodic cancellation of meetings with some students.

(6) Was the reading level of 90% of the participants who completed their Individualized Educational Plan (IEP) raised a minimum of 1 level?

Yes. This Project was designed around a series of IEP's determined by the student, tutor, and Project Coordinator; data confirms that the IEP's lead to increased reading levels. The Project Coordinator ascertained this information and recorded it in student files. Progress was determined by periodic reassessments using the Literacy Assessment Survey, the Adult Placement Indicator, and/or Testing Adult Basic Education for Math, interviews with students, written tutor reports, progress to the next level of instructional material, and referral to Adult Education classes. Progress also was determined by reported life changes as a result of literacy progress (ie. gaining a job, increased family literacy, etc.). Recorded reassessment of students showed at least 1 reading level increase for 90% of enrolled students. Some progressed even more: 1 student obtained her GED, 18 students completed their long term IEP, and 9 students were referred to Adult or continuing education programs as a result of tutoring. Some student IEP's concentrated on writing or math; those students also showed gains in their reading levels.

(7) Were 260 additional high-interest/low-level publications purchased, processed, and circulated to adult learners; and were 250 additional resource and instructional publications purchased, processed and circulated to tutors in order to facilitate and enhance learning?

Yes. A total of 630 high-interest/low-level publications, 585 instructional books, 210 tutor resource materials and 25 family literacy books were purchased or donated to Goodall Library Literacy Project. With this generous addition, many adult students checked out novels they could read, some for the first time. These materials were processed and circulated so that

students and tutors may use them in the student's learning process. There were 260 additional high/interest/low-level publications which were rotated to seven outlying libraries and three literacy facilities with limited resources. Those libraries and facilities were: Springvale Library, Shapleigh Library, Action Library, No. Parsonsfield Library, York County Jail, Chapter I (Sanford High School), York County Shelter, Parsons Memorial Library, and the Newfield Library.

(8) Were the Literacy Project Coordinator's working hours increased from 16 to 24 hours in order to provide increased effectiveness in the supervision of the Project and the provision of direct services to tutors and students? Were 4 hours added to the working schedule of the Clerk/Typist, increasing the work week to 20 hours?

Yes. Since the Project Coordinator's working hours were increased through this grant from 16 to 24 hours, more time has been given in dealing directly with tutors and students to maintain quality instruction that has been fundamental to the Project's growth. During the previous grant year, increased numbers of students and tutors demanded that the Project Coordinator make some of the goals and objectives of the Project of secondary importance and try to provide direct services to as many student/tutors as possible. The added hours has enabled the Project Coordinator to alleviate some of those problems. The increased working hours of the clerk/typist from 16 to 20 hours has also helped in enabling the Project Coordinator to maintain tutor and student files necessary for the management of a growing program.

2. COMPARISON OF PROPOSED AND ACTUAL EXPENSES BY BUDGET CATEGORY:

Category	Approved	Actual
Salary	25.220.00	25.113.00
Benefits	2.259.45	2.356.00
Travel	325.00	471.00
Equipment	0	0
Supplies	1.550.00	1.094.00
Library Materials	2.515.00	2.175.00
Other	3.130.00	2.867.00
	$34.999.00	$34.076.00

Although the $923 unspent from the grant was intended for purchasing much needed library materials, it was not spent due to the transition to a new Project Coordinator from late August 1992 until the end of this grant year.

3. DETAILS OF ACTIVITIES UNDERTAKEN:

The Literacy Project Coordinator performs outreach, enrollment, assessment, pairings and site arrangements for all students and tutors. The Project purchases High/Low, instructional materials and literacy resource materials. The Coordinator is responsible for record-keeping, and submitting reports monthly to the Director. The Coordinator also recruits volunteer tutors and schedules tutor trainings with the cooperation of the Coordinator of Sanford Community Adult Education and a certified tutor trainer. Under the supervision of the Coordinator, 8 Master tutors perform support services to the large organization of volunteer tutors. The Coordinator and Master Tutors cooperate with the PLUS Task Force, other literacy providers, local businesses, agencies, and service organizations. The Coordinator presents programs on literacy to the community, arranges for cooperation with small outlying libraries as tutoring sites, arranges for loans of high/low novels to these small

libraries, and oversees the rotation of these novels among the outlying libraries. During the 1991/92 grant year, the Goodall Library Literacy Project purchased or received as donations:

High/Low Books	630
Instructional Books	585
Resource Books	210
Family Literacy Books	25

Training of Volunteers: Tutors were trained by the Coordinator of Sanford Community Adult Basic Education and a certified Tutor Trainer. Using the Maine Team Model of Tutor Training, developed by Maine Adult Educators, the training uses "the best" from L.V.A. TUTOR, K.E.T. Teach an Adult to Read, and an extensive packet of materials developed by the Team Model Training process. All materials are provided through the Goodall Library Literacy Project to the tutors without charge, and there are no fees charged for Tutor Training. Renumeration for the Tutor Trainer's time and instruction is provided by another literacy agency. Tutor Training is a 5 session, 17 1/2 hour curriculum. The training relies heavily on modeled practice of adult teaching methods focusing on individual learning styles.

Our experience is that providing tutor training without charge to tutors encourages a broad spectrum of volunteers to participate including persons of low income and elderly persons living on a fixed income. The Project Coordinator participates in the tutor Training in segments discussing assessment, pairings, Individualized Educational Plans, library materials, and answers specific questions by tutors. At the completion of the course each tutor fills out an information sheet that indicates times they are available, site requirements, student preference, and the reading level tutors feel they would be most effective teaching. The Coordinator uses this data and input from the Tutor Trainers to determine appropriate pairings. The tutors are familiarized with the Goodall Library Literacy Project and tutor support services available to them (Master Tutors, continuing educational workshops, tutor

coffees and newsletters).

The schedule for the Tutor Training Sessions and the topics for discussion for each session during the 1991-92 grant year were:

Session 1.....Sanford High School, Sept. 17 to October 15, Tuesdays, 6:00 - 9:30pm.

Session 2.....Goodall Library, January 8 to February 5, Wednesdays, 9:00am-12:30pm.

Session 3.....Goodall Library, March 4 to April 1, Wednesdays, 9:00am - 12:30pm.

Staff Development: In addition to offering other Tutor Training Sessions to tutors as a 'brush-up' on teaching techniques, several workshops were offered throughout the year: 5 in-house workshops, and 2 Tutor Coffee programs were planned to provide additional knowledge and skills to enhance tutors' work with their students. Several state and local conferences were attended by tutors, as well as one Learning Disabilities Conference held in Sanford for all literacy facilities in the area.

A list of workshops and conferences held throughout the 1991-92 grant year follows:

Training Offered	No. of Tutors	No. of Hours
Conferences		
Blaine House Conf. on Volunteerism	5	7
Maine Adult Education Conference	12	7
Maine Learning Disabilities Conference	4	7
Learning Disabilities Conference/Sanford	*22	3
*6 tutors and 16 non-tutors		
Workshops		
Audiologist (Tutor Coffee)	13	1
Speech Specialist (Tutor Coffee)	11	1
Learning Disabilities (Tutor Coffee)	11	1
Tutor Training Review (Workshop)	12	2
Essays and Journals (Workshop)	13	2

Tutor Coffees: Tutor Coffees are held once a month to provide a meeting place for tutors to receive support in their tutoring endeavors, network among other tutors, and receive some

staff development training. The Tutor Coffees are organized and run completely by volunteers with the Project Coordinator acting solely as an advisor.

Newsletter: News & Notes, a tutor newsletter, provides a means for all tutors to communicate and keep abreast of the activities going on in the Goodall Library Literacy Project. The newsletter also serves as an excellent means of outreach and public relations because it is mailed to over 250 people, businesses, organizations, agencies, and literacy facilities in York County, Maine, New England, and certain areas of the United States. The all volunteer newsletter staff is responsible for collecting news, publishing, and mailing the monthly News & Notes, with the Project Coordinator acting as advisor (Exhibit B1).

Headstart Collaborative: During this Grant year, a collaborative between Goodall Library Literacy Project and two Headstart sites in Sanford was developed so that each literacy organization may help the other in attaining their goals. The Project Coordinator met with parent groups of Headstart and set times and dates to speak on adult literacy and explain how adults can learn to read so that they can read to their children. Headstart began a library at both of their sites and Goodall Library Literacy Project loaned approximately 30 books on parenting and family literacy. The Project Coordinator led one group presentation on 'How to Read to Kids'. A field trip to the Goodall Library was planned and the Project Coordinator presented ideas on different kinds of books, book projects that 'don't cost,' and gave a library orientation.

Nursing Home Collaborative. The Goodall Library Literacy Project provides tutors to go into two area nursing homes to read to individuals. One tutor reads weekly to a group of patients at Maine stay Nursing Home. The group consists of 15 elderly people who love being read to. Those who are able, read to each other during group time.

Community Group Home: The Camp Waban Community Group Home for mentally retarded

adults enjoys the opportunity to visit the library. The Project Coordinator visited the Home to invite the residents to the library for orientation, the opportunity to get a library card, and to present the Project's Voting In Maine curriculum. Approximately 12 residents attended the meeting at the Goodall Library and as a result, studied the material on voting and were able to vote in the 1992 Election for the first time.

Voting In Maine: With the 1991-92 Grant year also being an election year, many adult students were not informed about the voting process and were unable to read about this sometimes confusing process. The Project Coordinator, with five tutors and volunteers, set out to research the voting process and write a curriculum at a low reading level so that adult literacy students could understand what voting is and how to vote on Election Day (refer to Exhibit B2). A Voting in Maine packet was distributed to social agencies, educational and literacy facilities, libraries, political groups, social organizations and political leaders over the State of Maine. They were given the opportunity to copy the packet and pass it along to anyone who could benefit. Response to this new curriculum was fantastic and encouraging. Many adults who had never voted walked up to the polls to vote for the first time.

Hiring of new Project Coordinator: The Goodall Library Literacy Project hired a new Project Coordinator to replace the previous Coordinator who resigned to accept a full time position. This position was advertised, candidates interviewed and in August a new Coordinator was hired (Exhibit C-1).

4. ROLE OF THE LIBRARY IN THE ACCOMPLISHMENT OF THE GOALS AND OBJECTIVES SET FORTH IN THE APPROVED GRANT.

The Director of Goodall Library Literacy Project is Goodall Library's Head Librarian. He oversees the operation of the Literacy Project, is responsible for financial aspects of the program, directly supervises the Coordinator and evaluates the staff and program. The

Director donates 6 hours per week to this Project, assures the cooperation of the library staff, oversees purchase and selection of library materials, and arranges for use of the Goodall Library as a tutoring site for nearly 1/3 of the literacy students and tutors. The library allows use of their photocopy machine and computer by the literacy staff and provides office space, utilities and janitorial service for the Project without charge. The Director is a member of the Sanford PLUS Task Force and a member of the Sanford Community Adult Education Advisory Board, assuring advocacy for the Library Project and efficient coordination with other literacy programs.

5. PROVIDE NAMES OF AGENCIES AND ORGANIZATIONS RECRUITED TO VOLUNTEER THEIR SERVICES FOR THE LITERACY PROGRAM OR WERE INVOLVED IN THE COORDINATION AND PLANNING OF THE PROGRAM.

Cooperating Community Organizations - The following organizations provide Goodall Library Literacy Project with numerous donations of manhours for projects, money, use of buildings, information and support, eyeglass vouchers, poster distributions, outreach and recruitment:

Lions Club - eyeglass vouchers
Sanford PLUS Task Force
Key Club - poster distribution
Sanford Injured Workers Group
Emblem Club
Elks Club
U. S. M.
League of Women Voters: Information and publication
Jaycees
Churches: Sanford Unitarian, Baptist, Congregational, Episcopal, Holy Family, Salvation Army
Chamber of Commerce
Kiwanis Club

News Media - The following newspapers and television stations provide Goodall Library Literacy Project with free press releases, news spots and announcements of upcoming events. Coverage of events and program activities are provided free of charge or, if payment is

necessary, at a reduced rate.:

The Sanford News
Journal Tribune - Sanford Office
Portland Press Herald-Sanford Office
York County Coast Star-Kennebunk

Channel 8-ABC affiliate in Auburn
New England Cablevision, Sanford
Maine Public Broadcasting (MPBN)

Legislators/Town - The following legislators and town officials, and town agencies provide an avenue through which our concerns about literacy in Sanford and the state of Maine are heard and acted upon, cooperation with Voting In Maine Project, space for public display to information at town events, financial support for Goodall Library:

U. S. Senator Cohen
U. S. Senator Mitchell
U. S. Congressman Andrews
Maine State: Rep. Don Gean, Alfred
Sen. David Carpenter
Selectpersons: Faith Ballenger
Neil Davis
Elections Clerk - Franchise materials

Sanford Housing Authority
Acton Fair
Sanford/Springvale Family Fest.
Chamber of Commerce-Sanford
Town of Sanford Major Financial
Support for Goodall Library

Education: These Educational facilities provide referrals for Goodall Library Literacy Project students:

Sanford Community Adult Ed.
Massabesic Adult Ed. - Watrboro
Noble Adult Ed. - Berwick
Wells Adult Ed. - Wells
Kennebunk Adult Ed. - Kennebunk
University So. Maine-Sanford Center
University New England-Biddeford
So. Maine Tech. College-So. Portland
York County Community Educators
Workforce Literacy Program
Fresh Start-Adult Ed. Program for
Single Parents - Sanford

Sanford School District:
Emerson School Administration
Sanford High School
Eco Program (External Credit Op..)
Chapter I - Sanford Schools
Carl J. Lamb Elementary

Waban Child Learning Center
for Exceptional Children
York County Shelter Literacy
Project-Alfred

Literacy Organizations: Provide support and networking opportunities for staff and tutors, act as a liason, makes referrals, provides tutoring sites:

L. V. A. - Maine - Conference, Referrals, Liason
L. V. A. - York County-Conference, Referrals, Tutors, Students-Augusta/Portland
Reading Is Fundamental - Kiwanis Club
Maine State Library - Augusta
Waterboro Library - Waterboro
Acton Public Library - Acton
Shapleigh Public Library - Shapleigh
York County Jail
Newfield Public Library- Newfield
No. Parsonsfield Public Library
Alfred (Parsons Public Library)
Springvale Public Library-Sanford
Berwick (Hurd) Public Library
Hollis Public Library-Hollis
Hiram Public Library-Hiram
Dyer Library (Saco)
PLUS (Sanford)
PLUS (National)

Volunteer Associations
Volunteer York County-Kennebunk
DOVIA - Saco
RSVP - Wells
So. Maine Council on Aging-Ptld.
Center for Voluntary Action (United Way) Kennebunk
Maine Volunteerism Conference-Augusta
Maine Adult Ed. Conference-

Publicity and Referral: Provides referrals between agencies and Goodall Library Literacy Project, provides publicity through their organizations/business for recruitment and outreach:

York County Visiting Nurses
Women's Health Clinic
Me. Dept. Human Services-Sanford
Parent Resource Room/Parent Connection
Maine Childrens Trust Fund-Augusta
RSVP (Volunteer Program)-York Cty.
Family Planning of Maine-Sanford & Ptld.
Sanford Housing Authority
Sunset Towers
Eastside Acres
Waban Development Learning Ctr.
York County Community Action
York County Community Trans.
Key Bank-Sanford Office
Comprehensive Rehabilitation (Falmouth)
York County Shelters, Inc.-Alfred
York Cty. Shelters Literacy Project-Alfred
Adult Education-Sanford & Outlying Communities
Ecumenical Needs Task Force
Chaplains of Goodall Hospital
Care Link, Inc.
Vocational Rehabilitation (State)
York County Community Counsel.
York County Community Action
Huntington Commons (Retirement Community)
Red Cross (Sanford/Springvale)
Center for Voluntary Action (United Way) Kennebunk
Caring Unlimited
Chamber of Commerce

Tutoring Sites
Goodall Library
Churches: (Sanford Unitarian Universalist, Sanford Baptist, Holy Family, Congregational UCC, Episcopal, and The Salvation Army

Dr. Mazza
Maine Dept. of Corrections-Alfred
H & R Block
Probation and Parole-State of Maine-
Springvale & Biddeford
Gleason/McCaron Job Service-Ptld.
Aspirations Compact-Sanford Schools
Volunteer York County-Kennebunk
University Southern Maine
York County Head Start
Sanford/Springvale Y.M.C.A.
Learning Disabilities Assoc. of Maine -
Augusta
York County Parent Awareness
York County Community Educators
York County Extension
Job Partnership Training Act
Greenwood Center (N. H.)
Maine Stay Nursing Home
Sanford Health Care
Sanford Housing Authority:
Sunset Towers,
Eastside Acres (Head Start)
York County Jail

Public Libraries
Waterboro
Alfred
Acton
Shapleigh
Lebanon
No. Parsonsfield
Newfield
Springvale

Presentations on Literacy: Provide a forum for a presentation on literacy and Goodall Library Literacy Project.

Sanford Unitarian Church
RSVP-Retired Senior Volunteers Program
Sanford Adolescent Pregnancy Coalition
Ecumenical Needs Task Force
Sanford School Dept.-Chapter I Annual Mtg.
York County Head start
Massabesic Lioness Sr. Lunch (60)
Reading Is Fundamental (For children)
Sanford Kiwanis
Parent Resource Room/ Parent
Connection
Injured Workers United (Sanford)
Daniel Mazza, O. D.
Sanford High School Sociology
Class
Emerson School Administrator
Huntington Commons-Kennebunk
Emblem Club

Business Cooperation in Sanford: Provide donation of money, in-kind donations, and a cooperative that allows their employees to receive one-on-one tutoring through paid tutor sessions and/or paid instructional materials:

Jagger Mills
Baker Company
Cyro Industries
Lincoln Press
Bookland
Aspirations Compact
Saco Defense - Saco
Lavalley Lumber
G. H. Bass Shoe Co.
Zippy Copy
Upper Story Bookstore
Gleason & McCaron Job Service
U. S. Optical Disk

6. NAMES AND LOCATIONS OF LIBRARIES AND OTHER SITES WHOSE FACILITIES WERE USED:

Cyro Industries
Maine Stay Nursing Home
Sanford High School
York County Jail
Unitarian Universalist Church
Springvale Library
Waterboro Library
Unknown site in Mexico
Baker Company
Greenwood Nursing Home
Federated Church, So. Berwick
First Baptist Church
Student Homes
Acton Library
Goodall Memorial Library

7. DESCRIBE THE IMPACT OF THE FEDERAL PROJECT ON THE ONGOING PROGRAM.

This Federal Grant has made possible a successful library-based literacy program in Sanford. The Sanford Library Association, dba Goodall Library, has been able to provide space for the Project and the contribution of heat, electricity, janitorial, bookkeeping, and supervisional services. The Library has no ability to staff the Project or provide literacy and tutor training materials. Staff and materials were provided by funds from the U. S. Department of Education. The use of community volunteers as tutors of under-educated adults and effective coordination and support of the Project through not only the Goodall Library but also the volunteer PLUS Task Force and Sanford Community Adult Education has created an efficient literacy program serving 242 persons over the past 3 years. In the three years of federal funding, 148 volunteer tutors have been trained.

Students have found that the individualized approach to learning, the non-threatening nature of the library setting, and the respect for confidentiality creates a milieu in which they can learn. Students frequently refer friends and relatives to this program. Most importantly, improved self-esteem and increased literacy levels of students are the results of this Literacy Project.

The Sanford Community Adult Education Department reports that it still does not attract persons of the lowest literacy levels to school based instruction. It referred individuals to the Library Project when appropriate, and the Library Project last year referred 9 students to Adult Education. Statistics gathered by the Library Project indicate that over the past years 68% of enrolled adults were not high school graduates and 32% were high school graduates. The 1990 U. S. Census indicates that 19.48% of adults in Sanford do not have a high school diploma. The need for a stable literacy program and a library based location is imperative. Many students, because of unemployment issues, life problems, and the long term nature of their educational goals will be served best if there is an ongoing program that they can return to after interruptions in their individualized education program.

The local PLUS Task Force operates as a coordinating agency for literacy providers in the Sanford area helping to assure that there is no duplication of services. The Library Literacy Project remains the cornerstone of literacy efforts in the Sanford area.....a cornerstone placed by federal funding.

10/89-9/90

Today's Date _____

PLUS

GOODALL LIBRARY LITERACY PROJECT
490 - BOOK
238 Main Street, Sanford, ME 04073

Tutor/Student Review

Student: _____ Tutor: _____

Address: _____ Address: _____

Phone: _____ Phone: _____

Intake Level _____ Tutor Requests:

Tutor start date _____ Instructional materials _____

Tutoring site _____ Instructional techniques _____

Regular meeting day _____ time _____ Student testing or assessment _____

Total sessions reporting _____ Appointment or phone contact _____

Educational Objectives to Date	Reached	Still working on	Not attempted
1.			
2.			
3.			
4.			
5.			

Instructional approaches used to reach objectives	Successful	Unsuccessful
1.		
2.		
3.		
4.		
5.		

Materials used in instruction

List other student accomplishments and difficulties on other side.

BEST COPY AVAILABLE

Exhibit A2

PLUS STUDENT-TUTOR RECORD

STUDENT'S NAME_____
ADDRESS_____
NUMBER_____

TUTOR'S NAME_____
ADDRESS_____
NUMBER_____

TUTORING TIME: MATERIALS:

DATE: COMMENTS

BEST COPY AVAILABLE

Exhibit C1

Louis B. Goodall Memorial Library

238 Main Street

Sanford, Maine 04073

DEC 23 1992

To: Ms. Lois Jameson or Successor
Grants Specialist
Grants and Contracts Services
U.S. Department of Education
400 Maryland Avenue, SW
ROB-3, Room 3653
Washington, D.C. 20202-4729

From:
Kenneth J. Scott, Head Librarian
Project Director

Subject: PR Award Number R167A20342 (1992-1993)
PR Award Number R167A10069 (1991-1992)
Literacy Project Coordinator

On August 22, 1992, Edith Jessup, Coordinator of our Library Literacy Project, left our program to accept employment elsewhere. I was disappointed to lose Mrs. Jessup, who had proven to be an outstanding Coordinator for our program.

Mrs. Janet M. Genest started August 24, 1992, as the replacement for Mrs. Jessup. According to regulations, the U.S. Department of Education must be informed of major changes in personnel for our grant. Before Mrs. Genest reaches the end of her six month probationary period, I must obtain the department's approval of her appointment. Mrs. Genest has proven to be a wise choice and has performed in a superior manner as the literary project coordinator. Mrs. Genest was hired according to the Sanford Library Association's hiring procedure which is non-discriminatory and provides equal opportunity.

I have enclosed for your examination Mrs. Genest's resume and the list of questions asked of all candidates for the position. A copy of the job description for the Library Literacy Project Coordinator is enclosed.

Please let me know if the U.S. Department of Education approves of the appointment of Janet M. Genest as Literary Project Coordinator. If you have any questions or comments, please write or telephone me at (207) 324-4714.

Thank you for your attention to this matter.

Exhibit B1

Sanford PLUS Task Force
P.O. Box 1449
Sanford, Maine 04073

Exhibit B1

PLUS
PROJECT LITERACY U.S.

News & Notes

April 1992

Extra Edition

LITERACY: an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

APRIL Events:

8th: Night of 1000 Stars
Goodall Library, 6pm-7:30

7th-11th NATIONAL LIBRARY WEEK
Bring your student to the Library!

13th Newsletter Committee
Goodall Library, 10AM

14th PLUS Taskforce Meeting
Goodall Library 12 Noon

22nd TUTOR COFFEE
Goodall Library, 6:30pm

20th NEWSLETTER DEADLINE FOR MAY

25th-26: Learning Disabilities Conference
Applications/Scholorships for tutors (Call Edie 490-2665)

Mark Your Calendar for MAY:

13th Tutor Workshop: Writing Essays & Journals.
Goodall Library, 10:30am
Barbara Grimes, Presenting.

BEST COPY AVAILABLE

Eleven local people completed Tutor training on 4/1/92.

WELCOME NEW TUTORS !

Douglas Baggs
Lorie Beauchesne
Sybil Bently
Marc Bernard
Connie Canney
Jody Currier
Robert Durgin
Becky Johnson
Holly Leach
Walter Perry
Marjorie Scott

And Hurray for Janet Kalmah and Jan Geneat for ANOTHER Tutor Training well taught!

NEW TO READ AT THE GOODALL LIBRARY LITERACY PROJECT:

Resource Books for Tutors:
"Making the Nation Smarter"
"I'm Not a Quitter": Job training and basic education for Women Textile Workers.

Learning Disabilities:
Digest for Literacy Providers
Their World
Partners in the Process
Dyslexia

Videos: FAT City Workshop
LDA Maine: Janet and Harry Sylvester Speaking in Sanford 3/23/92

New Reading for Students:
Great Heros
Superstars in Auto Racing
And...Check out Job Skills- History- Geography-Science

IUTOR COMMITTEE MEETINGS

April 13 Newsletter Committee
10am, Goodall Library

April 14 Election Packet Committee
11am, Goodall Library

May 5 Master Tutors
10:30am, Goodall Library

All Tutors who currently have a Student, PLEASE return the attached STUDENT/TUTOR REVIEW form for my records.

If you have any questions, PLEASE Call (490-2665)
THANKS, EDIE.

TUTOR COFFEE - April 22, Wednesday
6:30-7:30
"From the Crib to the Classroom"
A Video about families learning together
Discussion on issues of Family Literacy and issues of the intergenerational transfer of knowledge.

A special Thank You to the Eables club 139 for the delicious snacks and goodies at the March Tutor Coffee.

WATCH FOR...May "News and Notes"

Join the Newsletter Crew APRIL 13, Monday, 10am at Goodall Library. Id you can write a column; fold, staple, stamp; review our books; report on tutor happenings; interview our famous tutors; draw pictures, layout copy; proofread, track down great literacy facts, etc... (Only Once a Month!)
Come and join Rose (Editor-in-Chief) and Edie in an important (and fun) effort in Literacy communication and education!

April 8
"Night of 1000 Stars" - Family reading at the Goodall Library starting at 6:00 p.m. There will be storytellers, musicians, and actors. Tutors and student are encouraged to attend.

Watch for "The Secret" a TV Movie about a Family with Learning Disabilities
SUNDAY April 19th
Recommend this to your Students!
Edie

GLLP Office Hours: Phone: 490-2665

Monday, Tuesday, Wednesday 10-5
Call for appointment: 490-2665

Instructional Materials and Literacy Resources are available to be checked out from the GLLP office at any time. Just sign and date the book card, or leave a note on Edie's desk.

Exhibit B1

ANOTHER

Good Idea

FOR TOUGH TIMES

University of Maine Cooperative Extension

We need volunteers to participate in the York County Family Budgeting Program of the University of Maine Cooperative Extension.

This program provides free, confidential educational assistance to families, individuals, and small groups who want to manage their money more wisely and reduce their debts.

Family Budget Volunteers will be trained to assist clients in:

- Setting Financial Goals
- Getting Organized and Keeping Records
- Developing a Spending Plan
- Using Credit Wisely
- Reducing Personal Debt
- Determining Insurance Needs
- Developing a Savings Plan

The training schedule is as follows:

Dates: April 29, May 6, 13, 20 and 27

Time: Wednesdays, 6:30-9:00 PM

Place: York County Extension Office
Shaw's Ridge Road, Sanford

Workshop Leaders:
Aileen Fortune, Extension Educator
Bill Weber, Business and Economics Specialist

Application Deadline: April 22, 1992

York County Family Budgeting Program

York County Extension Office
PO Box 347
Alfred, ME 04002
Tel: 1-800-287-1535
or 324-2814

If you would like more information about becoming a Family Budget Volunteer or would like an application form, call our office at 1-800-287-1535 or 324-2814.

BEST COPY AVAILABLE

LEARNING DISABILITIES ASSOCIATION OF MAINE

ANNUAL CONFERENCE OF LEARNING DISABILITIES

Saturday, April 25, 1992
Cony High School
Augusta, Maine
8:00 AM to 5:00 PM

Bookstore Available

Featuring

Richard D. Lavoie

Richard Lavoie is currently Executive Director of Riverview School in East Sandwich, Massachusetts, and is past Director of Education and Director of the Outreach Program at Eagle Hill School in Greenwich, Connecticut. He has been an adjunct Professor at Manhattanville College, and past President of the Connecticut Association for Children with Learning Disabilities. He has lectured at many prominent universities, and delivered keynote addresses at many state learning disability association conferences. His workshops have been presented in over 32 states and in Canada. Mr. Lavoie has been learning disabilities consultant for many agencies and organizations, including Walt Disney Studios, New York City Public Schools, and the "I have a Dream Foundation." His workshop has been selected as the "Best of ACLD" from three international LDA conferences. His F.A.T. City workshop has been featured on national television.

Richard Lavoie is a dynamic presenter, being considered one of the best communicators in the education field today. His presentations are powerful yet entertaining, providing an eclectic, scientific perspective of learning disabilities.

Tentative Conference Schedule

7:00AM - Registration & Coffee
8:00 - 9:30AM general session Mr. Rick Lavoie
9:30 - 9:45AM Break
9:45 - 10:45AM general session Mr. Rob Crawford
11:00AM - 12:30 workshop Session 1
12:30 - 2:00PM Lunch, visit exhibitors
2:00 - 3:30PM workshop Session 2
3:30 - 3:45PM Break
3:45 - 4:45PM general session Mr. Rick Lavoie

Topics which will be included during this conference:

Transition Issues
Study Skills for Independent Learning
Social Implications of Learning Disabilities
Services and Support Groups for Youth and Adults
Hidden Curriculum for the Learning Disabled
Assessment
The Student who is Gifted and Learning Disabled
Controversial Issues of Learning Disabilities

Call Edie or Sue at the GLLP - 490-2665 for registration, carpooling, and Tutor scholarships.

PLUS/GLP Newsletter Staff
Edie Jessup, Coordinator, GLP ([illegible])
Rose Erwin, Editor (4[illegible])

Contributions to the PLUS/GLP news are always welcome

This is a special "fill-in" issue of PLUS News & Notes. The new deadline for contributions is the 22th of the month.

!@@#$%¢&*(
CORRECTION

The last edition of News & Notes overenthusiastically reported 3500 ABE students enrolled in Sanford Community Adult Education. (Don't we wish). That should read: TOTAL enrollment in Adult Education.

Ed.

The Fact Is...

- 1 out of 8 American workers is functionally illiterate
- 25 million adults workers must upgrade their skills if the United States is to remain fully competitive in the global marketplace
- The median years of education required for new jobs by the year 2000 will be 13.5
- Proportionally, American companies spend much less on training than their foreign competitors
- 50% of students leaving high school to enter the workplace are unprepared to do so
- Six in ten major U.S. companies say they have trouble finding employees with basic skills

MISSION STATEMENT
PROJECT LITERACY U. S.
SANFORD TASK FORCE

Sanford Project Literacy U.S. (PLUS) is an organization of volunteers which provides a variety of services to enable people in all walks of life to achieve goals through Literacy.

We provide tutoring and other educational services directly to persons desiring increased literacy skills including English as a Second Language. We also work to encourage and assist other organizations and individuals who are committed to a literate society.

We believe that the ability to read is critical to personal freedom and the maintenance of a democratic society, and our volunteers are dedicated toward this end. We are committed to Public Education.

Our society is dependent on an informed citizenship and the ability to read is a necessary adjunct to become so informed. Because our culture is becoming more complex and dependent on technology, literacy becomes even more basic to survival and the achievement of one's potential.

THESE BELIEFS HAVE LED US TO MAKE THE FOLLOWING COMMITMENTS:

1. We are committed to the personal growth of our students.
   This means we help people acquire basic literacy skills to enable them to achieve greater personal goals. Our tutoring is confidential, individualized, and student-centered at neutral sites convenient to the student.

2. We are committed to the effective use of volunteers.
   Through training and support, we help build the skills and abilities that enable volunteers to grow and succeed in their ability to teach and empower their students.

3. We are committed to the improvement of our society.
   We recognize literacy as an integral element in the broader goal of economic opportunity and security, social justice, and dignity for all. We also support others willing to make a commitment to provide all citizenry with access to effective literacy services. We recognize the importance of adult literacy impacting the literacy of future generations.

4. We are committed to strengthening and improving our organization.
   We shall continue to search for effectiveness, efficiency, and creativity in our programs; To grow and expand in order to stay the rising tide of illiteracy; to discover new and improved methods of harnessing society's existing resources; and at all times to remain responsive to our students' needs.

5. We are committed to the cost effectiveness of individualized learning and to making professional instructional materials available to volunteer workforce, and students.
   We are committed to pursuing through fundraising and grant development responsible provision of no-cost services to literacy students.

6. We are committed to approaching the complexity of illiteracy and under-education through the development and managing of a variety of programs, and umbrellaring relationships between these programs.

BEST COPY AVAILABLE